

EMIS Change 24-47

This change updates the titles and descriptions for the 19xxxx subject codes for exceptional children.

SECTION 4.7: SUBJECT CODES

SELF-CONTAINED COURSES SECTION

Table 1. Exceptional Children (for Students with Disability Conditions) Codes (19xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
199000	<p>Transition to Post School Readiness Specialized curriculum designed for students with disabilities 14 years of age and older that provides training for the development of skills that supports the students transition to post school environments, including employment, postsecondary education, independent living, or community participation.</p>	N/A	—
<p>Content of the following courses is based on IEP goals linked to standards, but instruction is based on substantial modification to the form and substance of the general education curriculum. Course content focuses largely on application of state standards through essential life skills that typical students generally acquire in a non-school setting. For example, content in these courses linked to language arts standards might be learning to say one's own name or expressing preferences using non-verbal responses; content in these courses linked to math standards might be learning the concept of "one."</p> <p><u>Educators should use extended standards to provide content that is directly aligned to Ohio's Learning Standards. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.</u></p>			
196340	<p>Learning Progressions (K-2) <u>Course uses learning progressions to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.</u></p>	N/A	—
196350	<p>Adaptive Living Skills (K-3) Basic skills for students with severe motor, sensory, or intellectual disabilities that present unique and significant challenges to participation in other courses. Grades K-3</p> <p>Extended Standards (grade 3) <u>Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum</u></p>	N/A	—

	<p>as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.</p>		
196360	<p>Adaptive Living Skills (4-6) Basic skills for students with severe motor, sensory, or intellectual disabilities that present unique and significant challenges to participation in other courses. Grades 4-6 Extended Standards (grades 4-6) Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.</p>	N/A	—
196370	<p>Adaptive Living Skills (7-8) Basic skills for students with severe motor, sensory, or intellectual disabilities that present unique and significant challenges to participation in other courses. Grades 7-8 Extended Standards (grades 7-8) Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child’s individual education needs and transition planning goals.</p>	N/A	—
196380	<p>Adaptive Living Skills (9-12) Basic skills for students with severe motor, sensory, or intellectual disabilities that present unique and significant challenges to participation in other courses. Grades 9-12. Extended Standards (grades 9-12) Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child’s individual education needs and transition planning goals.</p>	N/A	—